R E P O R T R E S U M E S

ED 017 362 RC 002 287

THE DIVISION OF INDIAN EDUCATION OF THE NEW MEXICO STATE DEPARTMENT OF PUBLIC INSTRUCTION TO THE BUREAU OF INDIAN AFFAIRS. ANNUAL REPORT, 1966-67.

BY- OWENS, CHARLES S.
NEW MEXICO STATE DEPT. OF EDUCATION, SANTA FE

PUB DATE 67

EDRS PRICE MF-$0.25 HC-$1.84 44P.

DESCRIPTORS- *AMERICAN INDIANS, CULTURAL DIFFERENCES, COUNSELING, DEPRESSED AREAS (GEOGRAPHIC), *DROPOUTS, DROPOUT RESEARCH, EDUCATION, *EARLY CHILDHOOD EDUCATION, ENGLISH (SECOND LANGUAGE), EDUCATIONAL OPPORTUNITIES, FEDERAL PROGRAMS, *GUIDANCE, HEALTH SERVICES, IMPROVEMENT, INSERVICE TEACHER EDUCATION, MINORITY GROUPS, NEEDS, SUMMER SCHOOLS, SPECIAL SERVICES, VALUES, JOHNSON-O'MALLEY ACT,

DURING THE PAST 15 YEARS THE AVERAGE ENROLLMENT AND DAILY ATTENDANCE FIGURES FOR NEW MEXICO INDIAN CHILDREN IN THE JOHNSON-O'MALLEY PROGRAM HAVE INCREASED. THIS INCREASE INDICATES PROGRESS BY THE INDIAN CHILDREN IN THE MASTERY OF LANGUAGE, WHICH HAS BEEN ENCOURAGED BY THE DIVISION OF INDIAN EDUCATION OF THE NEW MEXICO STATE DEPARTMENT OF EDUCATION. INDIAN CHILDREN HAVE BENEFITED FROM THE USE OF JOHNSON-O'MALLEY FUNDS BY AN INCREASE IN EARLY CHILDHOOD EDUCATION, GUIDANCE AND COUNSELING SERVICES, HEALTH SERVICES, TRANSPORTATION, TEXTBOOKS AND SCHOOL SUPPLIES, AND LUNCH PROGRAMS. THE GUIDANCE SECTION OF THE DIVISION OF INDIAN EDUCATION HAS HAD THREE PRIMARY OBJECTIVES--(1) ENCOURAGE SELF-MOTIVATION AND SELF-DIRECTION OF INDIAN PUPILS, THEIR PARENTS, AND THEIR TEACHERS, (2) SECURE MORE PARENTAL INVOLVEMENT IN EDUCATION AND CITIZENSHIP RESPONSIBILITIES, AND (3) EMPHASIZE CULTURAL SIMILARITIES OF ALL PUPILS AS A NEW DIRECTION WITHIN THE TOTAL EDUCATIONAL SITUATION, WHILE LEARNING ABOUT GROUP AND INDIVIDUAL DIFFERENCES. IN ORDER TO ACHIEVE THESE OBJECTIVES, THE GUIDANCE OFFICE BECAME INVOLVED IN VARIOUS WORKSHOPS, CONFERENCES, AND MEETINGS, INITIATED TWO RESEARCH PROJECTS PERTAINING TO SCHOOL DROPOUTS ON THE SECONDARY LEVEL, AND CONDUCTED A SURVEY INVOLVING INDIAN STUDENTS IN HIGHER EDUCATION. THE TOTAL NUMBERS OF INDIAN CHILDREN IN THE JOHNSON-O'MALLEY PROGRAM FOR NEW MEXICO ARE INCLUDED IN TABULAR FORM. (ES)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED017362

RECEIVED FEB 21 1968 NMSU E.R.I.C.

ANNUAL REPORT

THE DIVISION OF INDIAN EDUCATION
OF THE
NEW MEXICO STATE DEPARTMENT OF PUBLIC INSTRUCTION
TO THE
BUREAU OF INDIAN AFFAIRS

1966-1967

SANTA FE, NEW MEXICO

RC 002 287

ANNUAL REPORT

The Division of Indian Education of the New Mexico State Department of Public Instruction to the Bureau of Indian Affairs

1966-1967

Staff
Division of Indian Education

Charles S. Owens
Director

Anthony F. Purley
Guidance Specialist

Willard A. Scott
Guidance Specialist

Indian Territory
Pastel by Har-V Kallestewa
Zuni High School

Members of New Mexico State Board of Education

Virgil Henry, President
Hobbs

Frederic G. Comstock, Vice-President
Albuquerque

Mrs. Laura E. McKinley, Secretary
Socorro

Albert Amador, Member
Fairview

Mrs. Thelma Inmon, Member
Deming

K. I. Langley, Member
Tucumcari

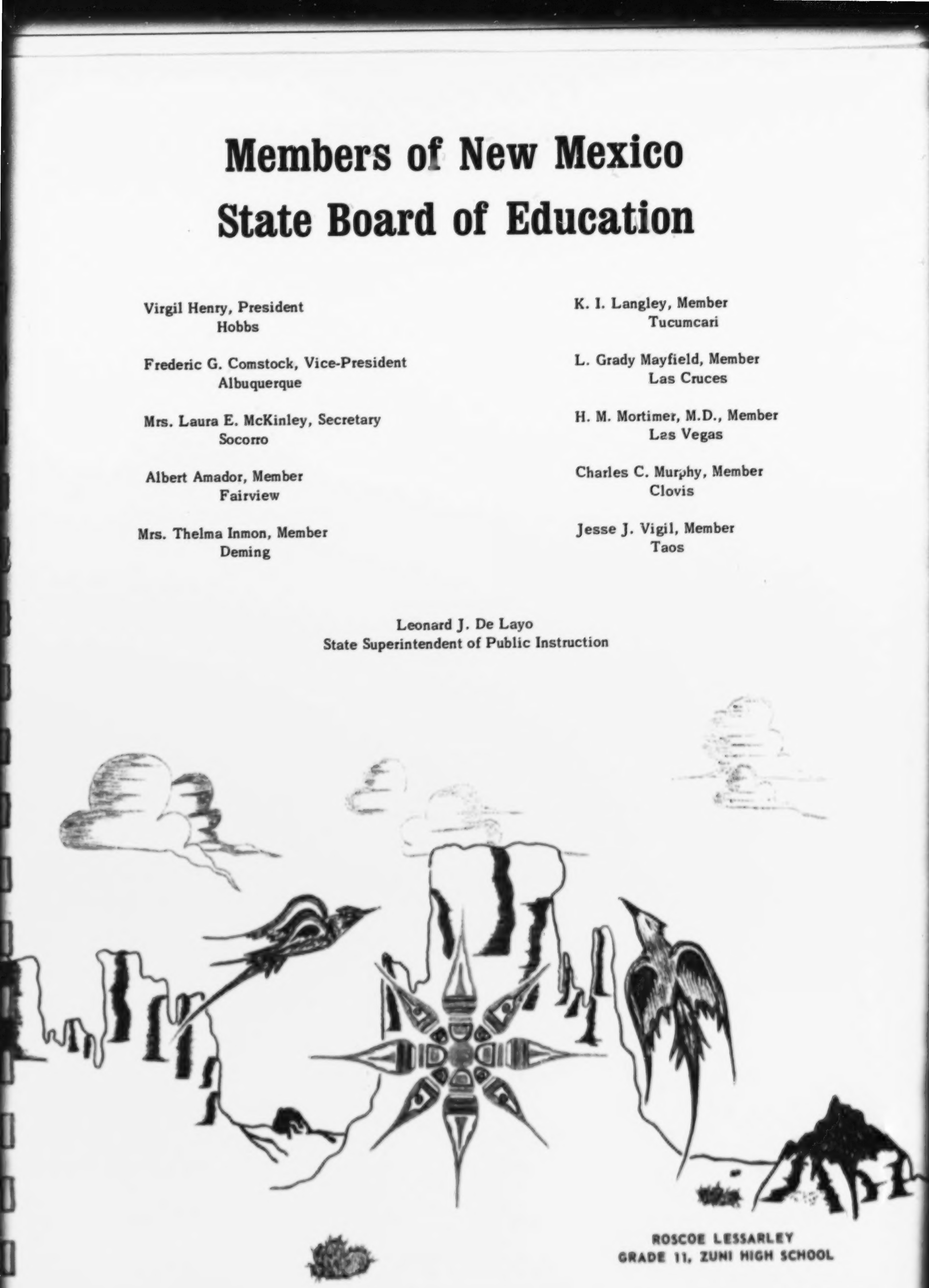
L. Grady Mayfield, Member
Las Cruces

H. M. Mortimer, M.D., Member
Las Vegas

Charles C. Murphy, Member
Clovis

Jesse J. Vigil, Member
Taos

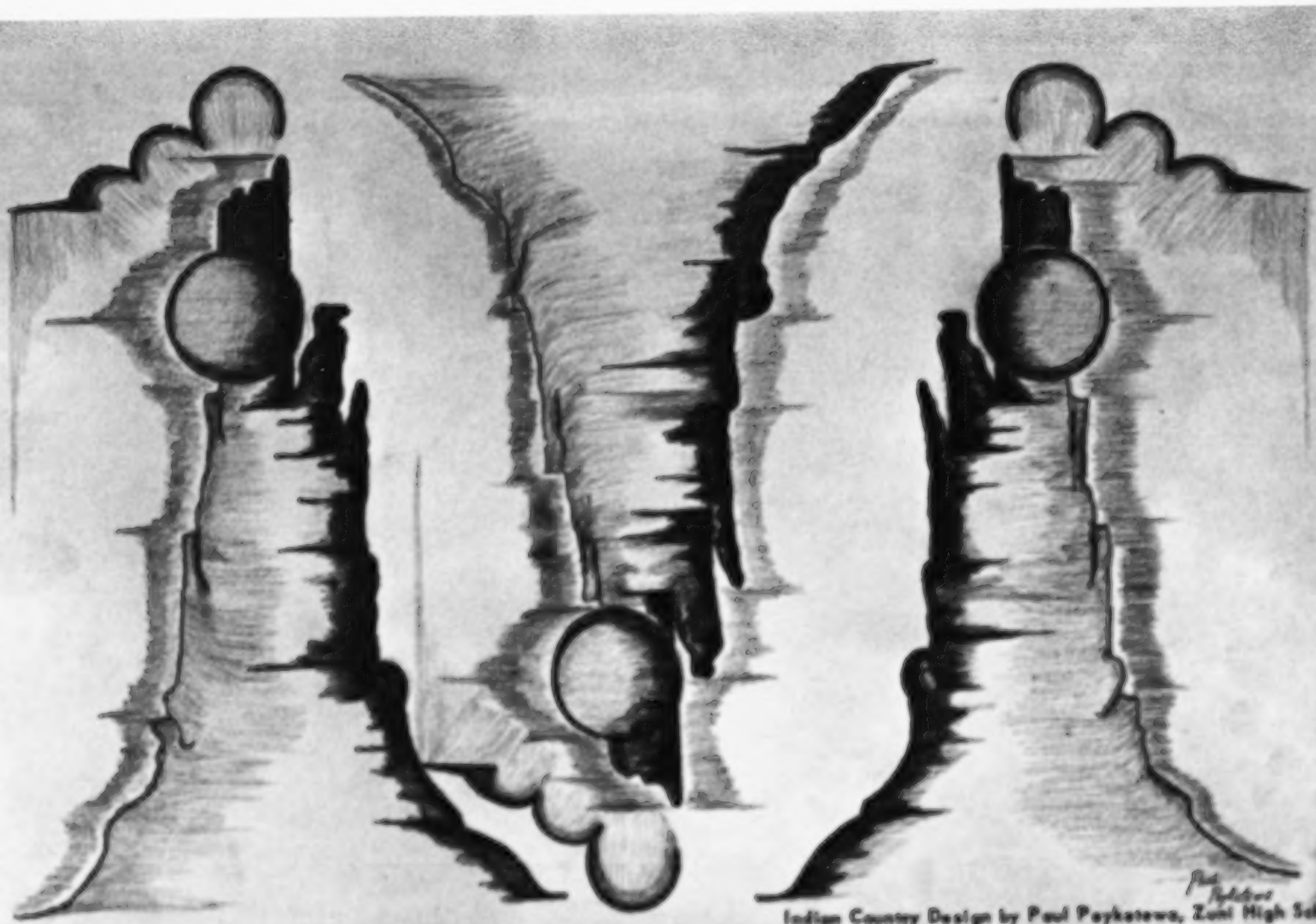
Leonard J. De Layo
State Superintendent of Public Instruction



ROSCOE LESSARLEY
GRADE 11, ZUNI HIGH SCHOOL

Letter of Submittal

The following report, prepared primarily for the Bureau of Indian Affairs, also includes a brief excursion into the activities of students in various public schools. The contributions of Indian students in the field of art, as well as the snapshots of day-by-day associations, speak for themselves.



Indian Country Design by Paul Poyhotewa, Zuni High Sch

Contents

	PAGE
Building the Foundations of Responsible Citizenship	1
Foundations of Creativity	12
Report of the Director	23
Report of the Guidance Specialist	27
Graphs and Tables	31

ZUNI THUNDERBIRD AND SUN GOD
CRAYON AND INK DESIGN BY STANLEY LOCONSELLO
ZUNI HIGH SCHOOL

Nora Monte is a Senior
attending Magdalena High School
from the Alamo Indian Reservation

Building the Foundations of Responsible Citizenship

RESUME OF A FIELD TRIP

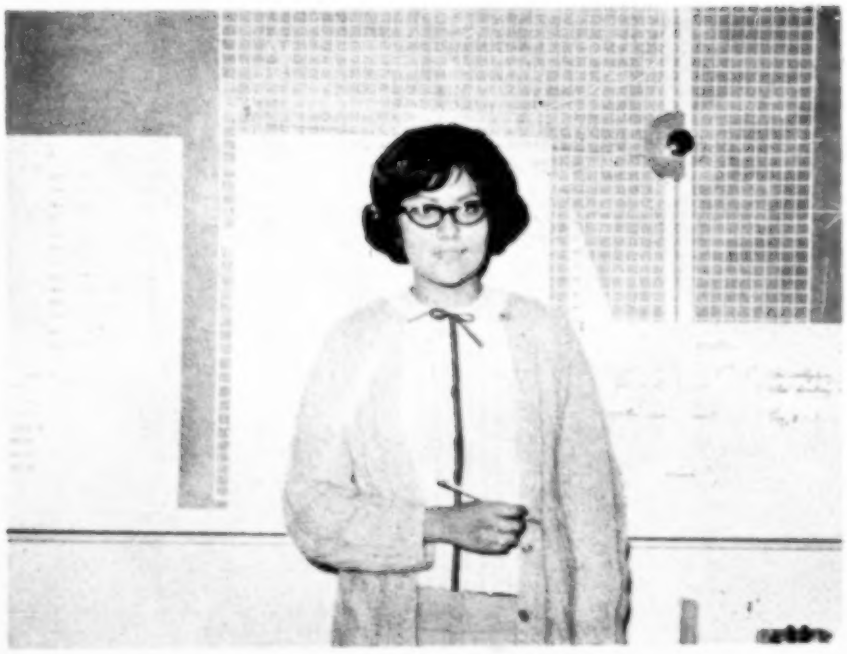
By Nora Monte

Through the cooperation and help of the Magdalena Dormitory Student Council, the Magdalena High School Student Council, the Bureau of Indian Affairs, and Title I, I was able to attend the 1967 National Association of Student Councils at Abington, Pennsylvania.

The most important aspects about this experience are: You get together with students from all over the United States and share your problems about student council, you exchange ideas of how student council might operate better in other schools, you learn to get along with different people and make new friends. Through this we learn to cooperate with our fellow students and faculty at our schools.

The enclosed photograph is of a girl from Hegins, Pennsylvania, who was attending the N.A.S.C. too, and me. She and I stayed with the same family. We stayed at the home of Mr. and Mrs. Thomas Hollis of Glenside, Pennsylvania.

In appreciation for their hospitality, cooperation, and kindness, I gave them a Navajo woven rug, which my mother and I made. I wanted to give them something of my own culture, and I got my mother to help me make the rug. I felt this was the best I could do.



Building the Foundations of Responsible Citizenship

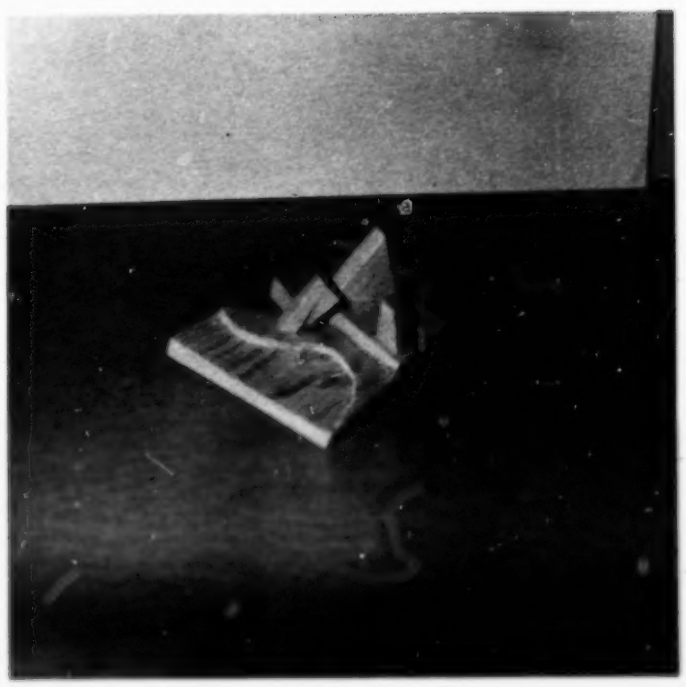
LAGUNA – ACOMA HIGH

Roberta R. Carrillo – Laguna-Acoma High ranked number six in the Eighteenth Annual High School Mathematics contest; sponsored jointly by the Mathematical Association of America, the Society of Actuaries and Mu Alpha Theta. Laguna-Acoma ranked eleventh among the sixty-three participating schools, from New Mexico and Arizona.

Building the Foundations of Responsible Citizenship

LAGUNA – ACOMA HIGH

Modern Sculpture in Woods and Pumice



"Summit Meeting"
free form study in Woods
by: Dale Riley, Art D

Modern Wood and Pumice designs
Woodwork by: Dale Riley
James Poncho

Pumice by: John Elmo

Building the Foundations of Responsible Citizenship

SHIPROCK JUNIOR HIGH

9th Grade Civics
Session on Government

Language Lab
Miss Hardy, teacher

Woodworking I – Constructing the school sign
(Identified students left to right,
Henderson Talk, Reynold Lee)

Building the Foundations of Responsible Citizenship

MAGDALENA – ALAMO MOBILE SCHOOL

Building the Foundations of Responsible Citizenship

BERNALILLO JUNIOR HIGH SCHOOL

Advanced Wood Shop
(Left to right Charlie Heine, Phillip Cooka)

Mr. Raal's World History Committee,
planning a "Great Decisions" topic
(Left to right, Sharon Sandoval,
Marlene Budagher, Dorothy Trujillo,
Sedallia Tenorio, Dana Almy)

Home Economics Sewing
(Left to right, Lillian Rosetta, Linda Salazar)

Building the Foundations of Responsible Citizenship

SANTO DOMINGO PUBLIC SCHOOL

Mrs. Paz's 2nd Graders,
(Left to right, Patsy Aguilar, Walter Lee Garcia,
Hazel Calabaza, Marcelino Coriz)
dramatizing characters from the
"Miami Linguistic Reading Program"

Play therapy session in the Guidance Office
(Left to right, Franklin Moquino, Marcelino
Coriz, Virginia Lovato, Patsy Aguilar,
Louis Buenabenta, counselor)

Building the Foundations of Responsible Citizenship

Students from various schools combined talents to extend our state's welcome to Danish handicapped exchange students visiting in New Mexico – July 1967 (Santa Fe)

Left to right, Marvin Trujillo – Laguna-Acoma High
Theda Purley – Brigham Young University
Teddy Purley – Santa Fe High
Trudy Purley – Santa Fe Mid-High
Glenn Kelsey – Laguna-Acoma High

Dancing in the State Capitol Rotunda for DIEDEM visitors

A visual-handicapped DIEDEM visitor "sees" Teddy Purley's roach with the aid of her hands

Building the Foundations of Responsible Citizenship

JOHN F. KENNEDY JR. HIGH – GALLUP

Leather Craft by:
Harold Gray
9th Grade

Craft Work by:
Leather – Harold Gray, 9th Grade
Pottery – Harry Benally, 8th Grade

Craft Skills in Leather
and Ceramics

Building the Foundations of Responsible Citizenship

BENT – MESCALARO SCHOOL

Mrs. McNeill's Class
Left to right: Stephen Cruz
Frank Harrington

Mrs. Fairbanks, 5th Grade

Playground Activity

Building the Foundations of Responsible Citizenship

BENT – MESCALARO SCHOOL

Playtime in Mrs. Adams' Kindergarten

Left to right Jennifer Sundayman and Lisa Commanche play "House"

Activities Time in Miss Alfords' Kindergarten

Foundations of Creativity

Art by Indian Children

Landscape by Lynn Naumoyer
Zuni High School

Art by Indian Children

Pen and ink prints by S. John
Shiprock Jr. High School

13 Foundations of Creativity

Sheepherdess by Gilbert Foster
Shiprock Junior High School

Madonna by Henderson Talk
Shiprock Junior High School

Art by Indian Children

Foundations of Creativity

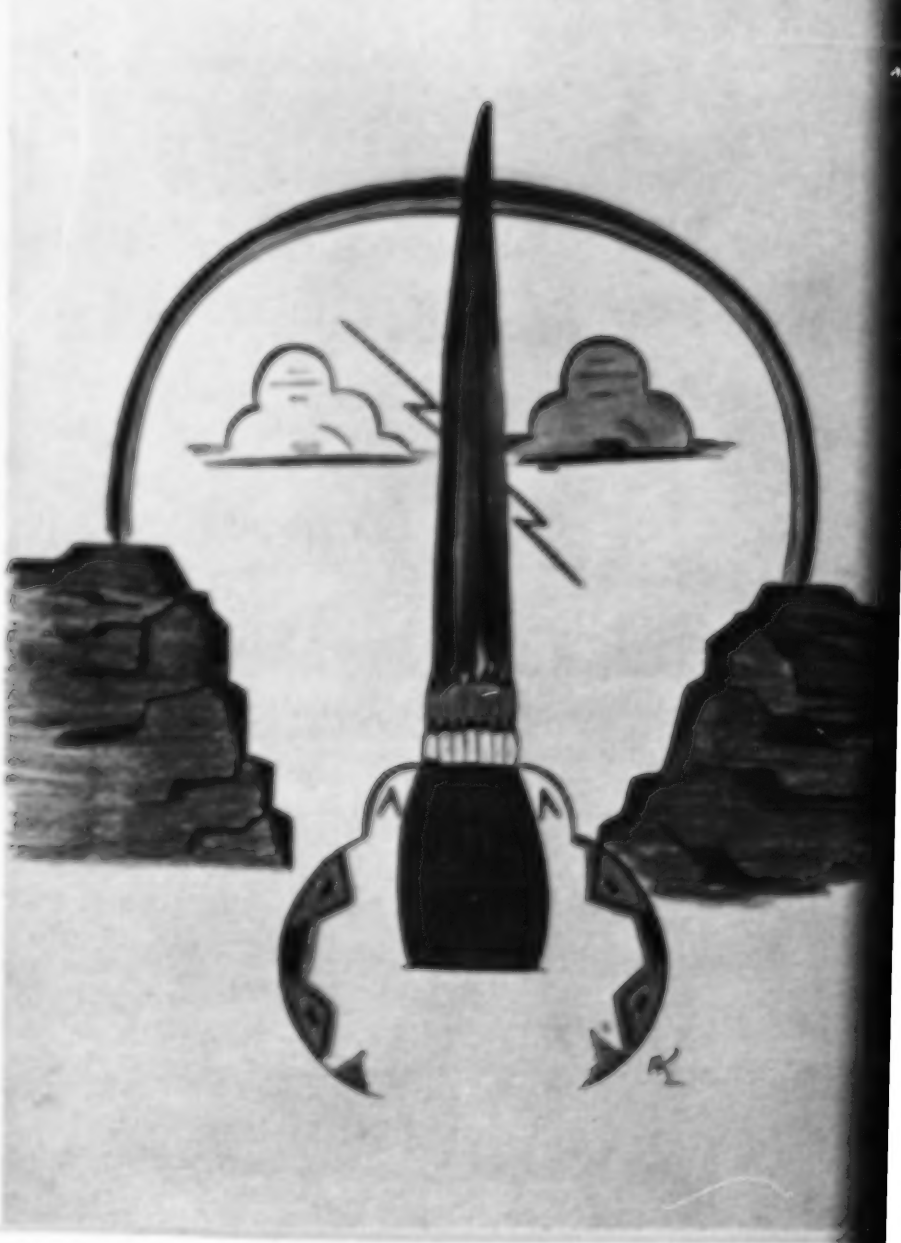
By Alvin Kiyite
Zuni High School

By Wayne Pantash
Zuni High School

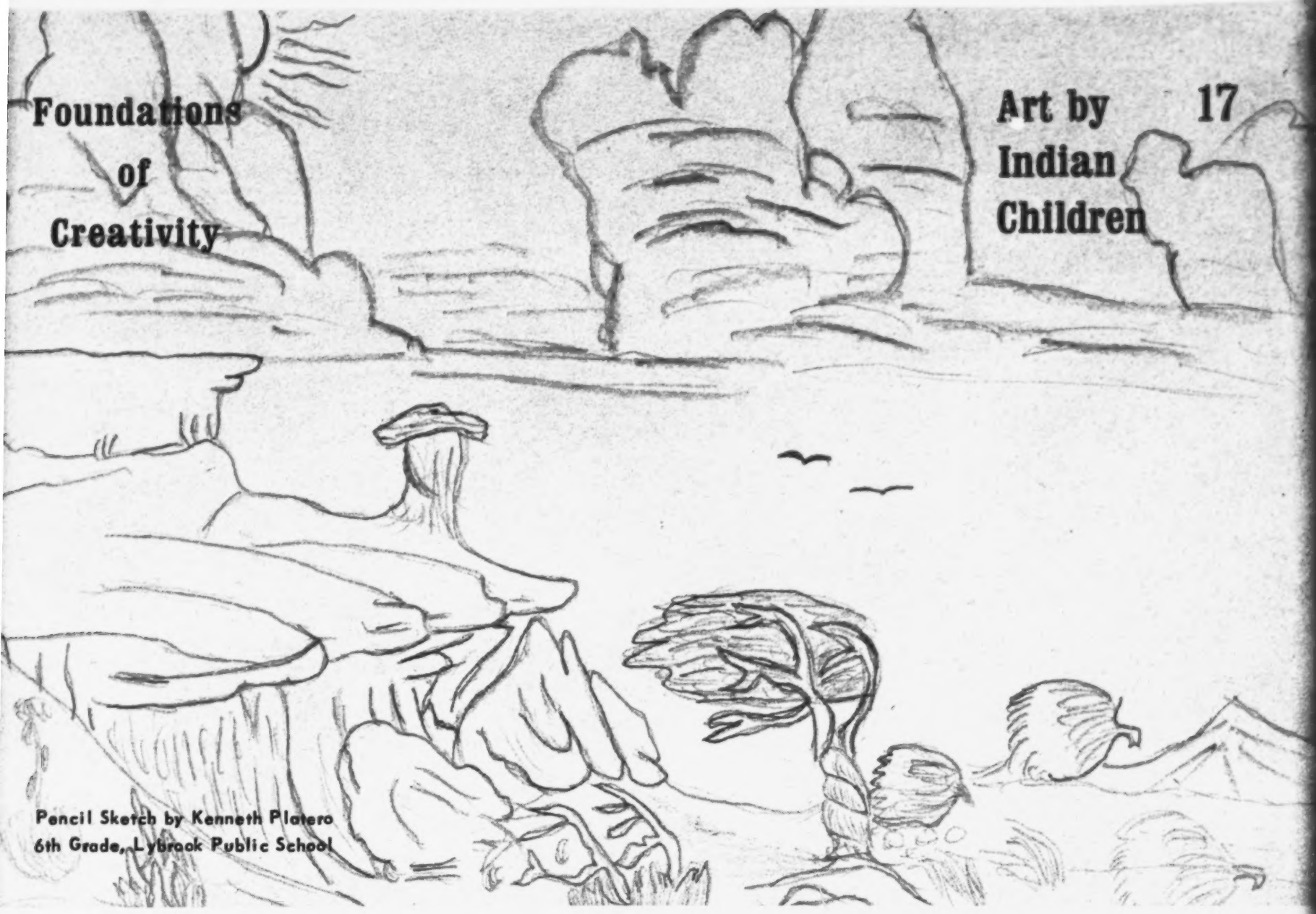
Art by Indian Children

Zuni Landscape
By Paul Peyketewa
Zuni High School

Zuni Feather Prayer Stick
By Alvin Kiyite
Zuni High School



Pencil Sketches by Ernest Chiquito
8th Grade, Lybrook Public School

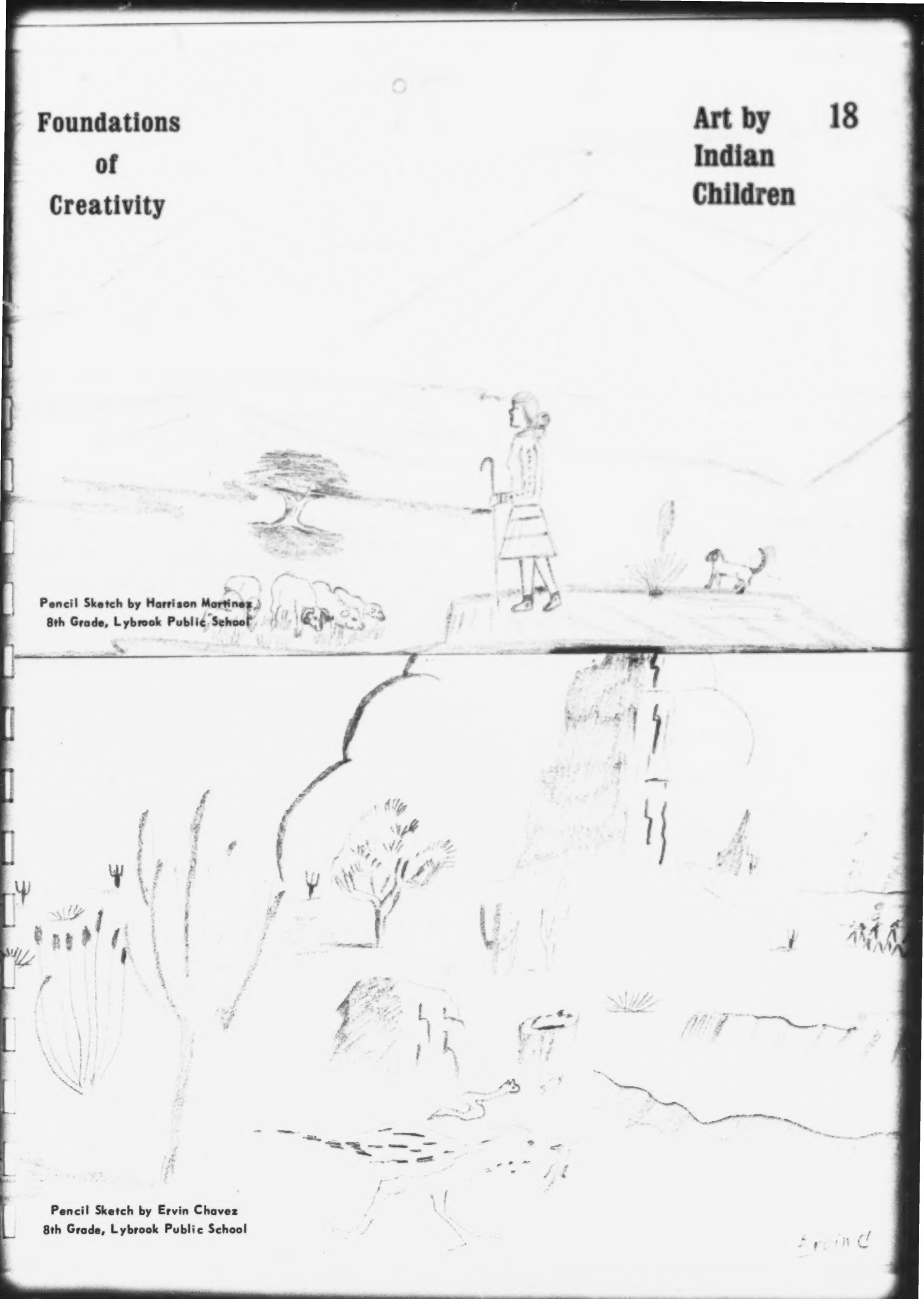


Pencil Sketch by Kenneth Platero
6th Grade, Lybrook Public School

Pencil Sketch by Howard Martinez
7th Grade, Lybrook Public School

Foundations of Creativity

Art by Indian Children **18**



Pencil Sketch by Harrison Martinez
8th Grade, Lybrook Public School

Pencil Sketch by Ervin Chavez
8th Grade, Lybrook Public School

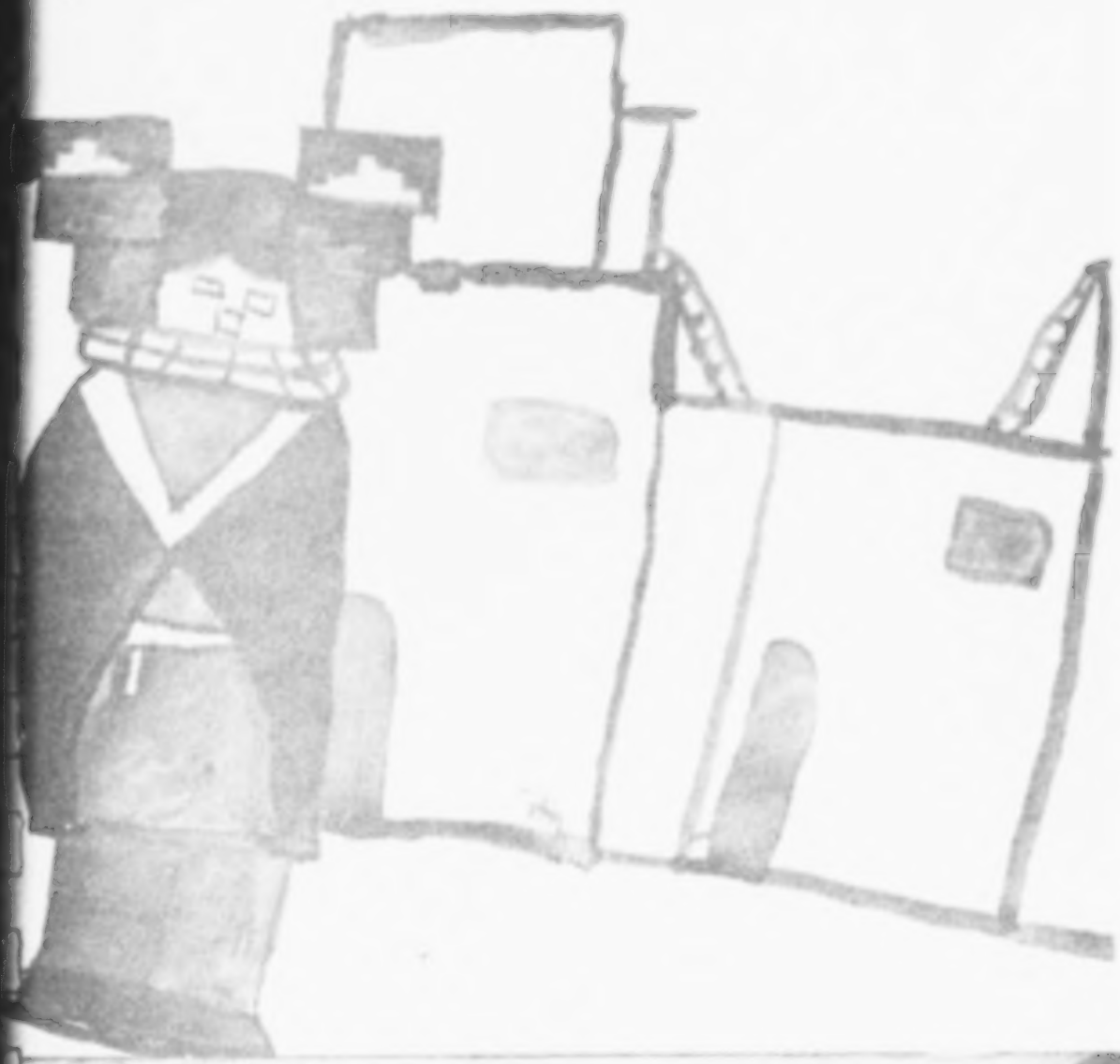
Eagle Dance by Marcellus Medina
5th Grade, Jemez Valley Elementary School

Crow Dance by Marcellus Medina
5th Grade, Jemez Valley Elementary School

Art by Indian Children

20

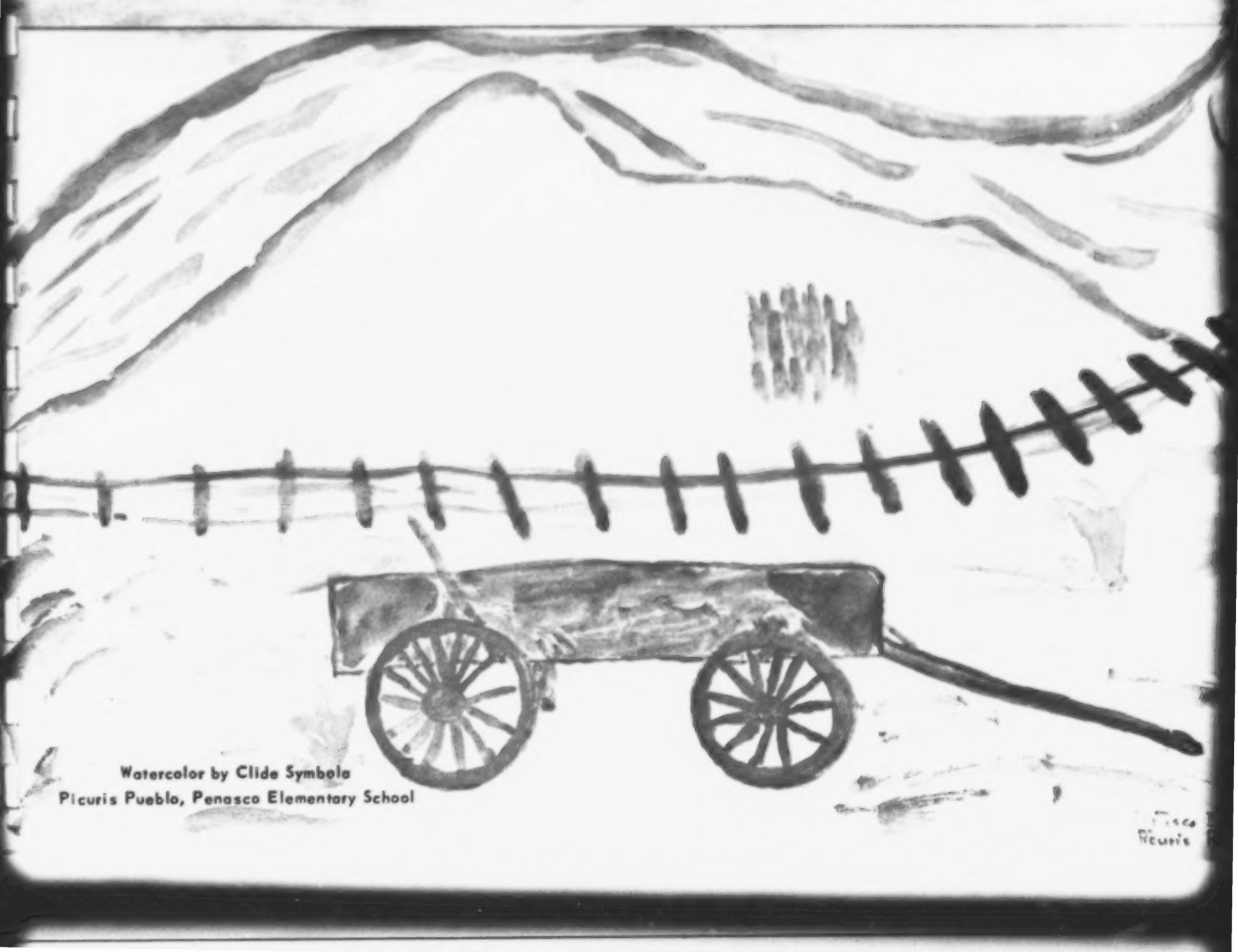
Foundations of Creativity



Watercolor by Joseph Durand
Picuris Pueblo, Penasco Elementary School

Watercolor by Arthur Simbola
Picuris Pueblo, Penasco Elementary School

Watercolor by Dale Riley
Laguna–Acoma High School



Watercolor by Clide Symbola
Picuris Pueblo, Penasco Elementary School

Art by Indian Children

Foundations of Creativity

"Deer" Crayon by Henderson Talk
Shiprock Junior High

Pen and Ink Sketch by S. John
Shiprock Junior High

Bird of Prey by David Paloma
Zuni High School

Report of the Director

The national concern for the improvement of education and educational opportunities, especially among minority groups and in economically distressed areas, has resulted in numerous and diverse theories and suggestions concerning the development of efficient quality programs of education for all the nation's children. Those who expound a rigid concept of cultural differences continue to arrange groups of people into various selected categories, ignore the similarities among human beings, condemn the so-called middle class values, while claiming personal sanctuary in their embrace of such values.

It appears that there is a rapidly increasing group who advocate innovation for innovation's sake. Another significant number make a "religion" of some technique, which, by their definition, is the panacea of all ills.

It is our belief that similarities among people constitute the day-by-day working relationships and that middle class values have generally provided democratic representation in government, national vigor, and genuine interest in the common welfare. The problem seems to be one of helping people to attain and preserve middle class values while retaining their individual identities.

We consider a good program of education one that meets the unique and individual needs of children, regardless of ethnic or racial backgrounds. Motivation, response, and effective learning result from sincere efforts to help and guide young people in the realization of their aspirations and potentials. Cultural backgrounds are given due consideration without over-magnification. Likewise, methods and techniques are important, but only as means and not as ultimate goals.

THE SCHOOL ENROLLMENT AND ATTENDANCE OF INDIAN CHILDREN

The following average enrollment and average daily attendance figures for Indian children in the Johnson–O'Malley program illustrate the increase during the past fifteen years. Average daily attendance has improved somewhat but is still below the total percentage in the state.

Enumeration of the high school enrollees and graduates during a ten year period indicates significant improvement. The average increase in percentage of graduates over the increase in total high school enrollment is 3.7. During the school year 1966–67, the percentage of graduates to total high school enrollment was 15.7. This compares with a statewide percentage of 19.5

Year	Enrollment	A. D. A.	High School Enrollment	No. of Graduates	Percentage
1952-53	1,347	1186			
1953-54	1,746	1491			
1954-55	2,141	1837			
1955-56	2,260	1923			
1956-57	3,669	3195			
1957-58	4,407	3977	860	105	12.2
1958-59	5,264	4673	733	122	16.6
1959-60	6,240	5738	930	150	16.1
1960-61	7,148	6687	1,035	161	15.6
1961-62	7,380	6771	1,249	166	13.3
1962-63	8,166	7378	1,567	217	13.8
1963-64	8,706	7942	1,709	237	13.9
1964-65	9,154	8330	1,846	311	16.8
1965-66	9,774	8849	2,017	352	17.4
1966-67	10,687	9704	2,198	346	15.7

During the school year 1966–67, New Mexico had 14,005 high school graduates of a total high school enrollment of 71,966, a percentage of 19.46.

THE INSTRUCTION OF INDIAN CHILDREN

While the increase in percentage of high school enrollees indicates progress in the mastery of language, there is still much to be done to bring the Indian students to comparable levels with non-Indians. Through the years this Division has advocated and encouraged kindergartens, summer schools, special teachers in unsual circumstances, reasonable teacher-pupil ratios, desirable and adequate materials and supplies, and well-planned pilot programs designed to facilitate and reinforce language.

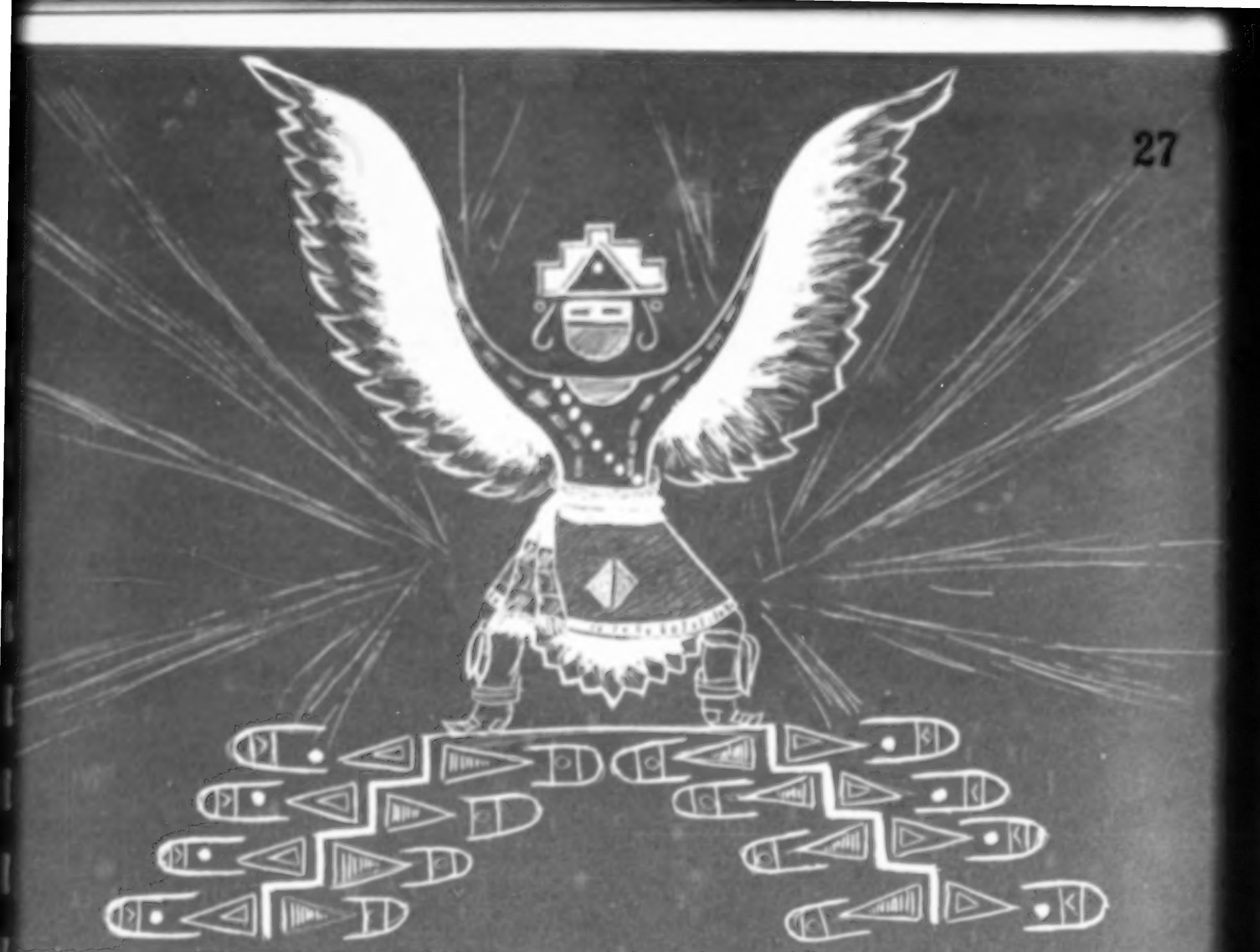
Special transportation was provided in a few districts where distances would otherwise prevent Indian students from participation in various activities of the schools.

In cases where school officials certify that Indian parents are unable to provide course fees, activities admissions, or P.E. equipment for junior high and senior high students, a uniform reimbursement is allowed.

CONSIDERATIONS FOR FUTURE ACTION

1. Early childhood education should be provided for every child. These programs should include closer home-school cooperation and relate to adult education programs.
2. An expansion of summer school programs would be highly desirable.
3. Training in personal finance and basic economics should be an important part of curriculum offerings.
4. Vocational-technical courses should be increased and students should be well informed regarding the requirements and opportunities in technical fields.
5. The in-service training of teachers should be a continuous part of the over-all program of the school.
6. Teachers should be relieved of routine details and duties in order that they may concentrate on instruction.
7. Coordination of activities of the numerous and varied educational agencies and programs would result in more effective use of personnel and funds.
8. A greater number of qualified Indian citizens should be serving on local boards of education. (Five districts in New Mexico presently have Indian board members.)

In our heterogeneous society, individuals and groups must realize that while the right to differ, to debate and to oppose is a vital element of freedom, it is imperative that their actions be orderly, responsible, and within the framework set up by a democratic law-abiding people. Of paramount importance is the full realization that the life force and strength of the nation is welded together by our common interests and our dedication to the way of life which characterizes a free people.



Eagle Dancer
By Steven Hattle
Zuni High School

Report of the Guidance Specialist

On the second time around, this report culminates one year of association with the Division of Indian Education of the State Department of Education.

The essence of intergroup education appears to be losing its uniqueness as educators have become fascinated with a wider range of materials and contributions of educational agencies and individuals to the education of all pupils. We are becoming more aware of teaching pupils with a little less emphasis on the uniqueness of Indian pupils.

In the activities involving the Division of Indian Education, we have attempted to achieve three objectives:

1. Encourage self-motivation and self-direction of Indian pupils, their parents, and their teachers.

2. Secure more parental involvement in education and citizenship responsibilities.

3. Emphasize cultural similarities of all pupils as a new direction within the total educational situation, while learning about group and individual differences.

To achieve the above objectives, the activities of this office were many and varied. While our activities were numerous, we will include only the highlights in this report. These activities included involvement in "Teaching English as a Second Language" workshops set up by various public school districts and Bureau of Indian Affairs schools, attendance at Indian Education conferences, participation in workshops, conferences and general meetings concerning Indian education as consultants, observers, or active participants, visiting and observing demonstration schools seeking new or better techniques in teaching Indian pupils, attendance at consultations on counseling youth of minority groups and attending budget hearings in the districts enrolling Indian pupils.

Other activities included conferences and meetings with individuals and group of school counselors, individual pupil counseling, group guidance meetings with Indian pupils, securing information regarding post high school training available in terminal programs, colleges, and employment, securing scholarship information available to Indian pupils, public relations, meetings with tribal groups, and participation in community activities through service organizations.

Two research projects were initiated pertaining to the school dropouts on the secondary level (grades 7–12), and a survey involving Indian students in higher education.

The first project is a secondary school Indian pupil dropout study which involves pupils in grades seven through twelve in the public schools in New Mexico which have a substantial enrollment of Indian pupils. We intend to develop this project into a longitudinal study to last from two to three years. Since there is some evidence that the school dropout becomes a problem both to himself and to society, we feel that it is important that the school dropout problem receive careful study and consideration.

The purpose of the study is:

1. To identify and describe certain characteristics, influences, and causal factors relating to Indian pupil school dropouts.

2. To determine the extent of Indian pupil dropouts in the public schools of New Mexico and, hopefully, to include other schools that are involved in the education of Indian pupils.

3. To encourage the early collection of pertinent information on students for the purpose of identifying the potential dropout.

4. To determine the extent and nature of the dropout problem of Indian pupils in the state of New Mexico.

5. To bring the dropout problem to the attention of educators in schools enrolling Indian pupils throughout the state of New Mexico.

6. To seek solutions to the Indian pupil dropout problem after analyzing all available factors that contribute to dropouts.

Cooperation from the school districts involved has been excellent with a few exceptions. An interim report of this project should be ready by late December of 1967.

The second project involves Indian students attending New Mexico colleges and universities and includes all Indian pupils who have attended or graduated from New Mexico public, parochial, BIA or private schools. As an ethnic group, the attrition rate of Indian college students appears very high and the college GPA very low.

Many assumptions are voiced regarding this high attrition rate and college GPA without any empirical base.

The purpose of this survey is generally:

1. To identify and describe certain characteristics and causal factors relating to the success or non-success of Indian college students.

2. To determine the age, sex and tribal affiliation of Indian college students and relate these to college GPA etc.

3. To determine mean scores in factors measured by the American College Tests and the School and College Ability Tests, and relate these to the college GPA;

4. To determine the mean high school grade point average and college grade point average;

5. To determine the relationship between the high school GPA and college GPA for Indian students;

6. To determine the relationship between English and Math percentile scores on the ACT and SCAT and the college grade received in these courses by the Indian college students;

7. To determine the college major most often chosen by Indian students and why it is chosen;

8. To determine whether the size and type of school has any relationship to college GPA for Indian students;

9. To determine the extent of the influence on the college GPA of Indian students by the number of hours carried the first year;

The list of objectives appears long; however, it is to be a longitudinal study that will progress over a period of several years. Many of the above-mentioned factors will be gathered as the project moves along. An interim report concerning the first year should be available in January of 1968.

Indications seem to point out that these projects will yield much more information than we have described. Our sincere appreciation is extended to the teachers, counselors, and administrators who assisted in our beginning attempts. Their fine suggestions facilitated our efforts in getting our projects under way.

Innovation, fascination, and sometimes frustration appear to be very much in evidence in various schools with Johnson–O'Malley Indian enrollment. With financial assistance available through Johnson–O'Malley and Title I of ESEA, many fine experimental programs involving Indian pupils were initiated during the 1966–67 school year.

Especially evident were the efforts of some of the school districts to include "Teaching English as a Second Language" techniques in their classroom programs. The Miami reading program for the first two levels along with the language arts laboratories were welcome innovations in many schools.

Many summer schools were in operation and Indian pupils, along with other pupils, enrolled in many of the programs.

Guidance and counseling services have been expanded in many schools. Remedial reading programs have been added to the curriculum which included reading laboratories.

The efforts to upgrade the school achievement of Indian pupils now underway is an encouraging sign; however, for the future, we must intensify:

1. Our efforts to gain for Indian pupils more experiences on verbal and non-verbal levels;

2. The verbal and sensory communication between the teachers and individual pupils as well as small groups of children;

3. Our emphasis on individual and group uniqueness rather than differences brought about by ethnic origin.

Graphs and Tables

Watercolor by Judy Hooee
Zuni High School

TABLE I

JOHNSON – O'MALLEY INDIAN ENROLLMENT BY SCHOOLS AND MONTHS

1966 – 67

	Sept.	Oct.	Nov.	Dec.	Jan	Feb.	March	April	May	Average
Albuquerque	204	190	186	183	175	174	173	171	165	180
Bernalillo	1,110	1,103	1,104	1,100	1,093	1,121	1,098	1,082	1,080	1,099
Bloomfield	304	303	326	334	326	325	325	321	323	321
Central Consolidated	1,912	1,955	1,966	1,929	1,948	1,941	1,941	1,936	1,911	1,938
Cloudcroft	4	4	4	4	4	4	4	4	4	4
Cuba	193	212	222	231	245	239	236	235	229	227
Dulce	469	470	465	466	465	466	470	470	466	467
Espanola	235	237	241	240	239	239	241	244	244	240
Farmington	94	97	100	101	101	103	105	105	104	101
Gallup	3,701	3,751	3,770	3,720	3,758	3,742	3,707	3,700	3,669	3,724
Grants	858	861	861	861	859	852	853	845	842	855
Jemez Mountain	93	94	99	97	97	97	100	96	94	96
Jemez Springs	282	282	298	298	302	297	302	299	300	295
Los Lunas	233	229	232	230	231	228	227	226	224	229
Magdalena	237	242	244	235	233	228	226	223	220	232
Penasco	25	26	30	25	26	26	26	27	26	26
Pojoaque Valley	96	96	95	96	97	97	97	97	97	96
Ruidoso	56	50	49	48	49	51	55	51	51	51
Santa Fe	6	6	7	7	7	7	7	7	7	7
Taos	101	99	101	102	99	94	94	95	95	98
T or C	11	10	12	10	8	10	12	11	11	11
Tularosa	387	401	391	392	394	392	393	379	379	390
TOTAL	10,611	10,718	10,803	10,709	10,756	10,733	10,692	10,624	10,541	10,687

TABLE II

JOHNSON – O'MALLEY INDIAN AVERAGE DAILY ATTENDANCE BY SCHOOLS AND MONTHS

1966 – 67

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Average
Albuquerque	180.44	173.60	169.64	162.22	154.10	154.66	153.54	145.44	146.95	160.06
Bernalillo	1,048.96	1,033.88	1,010.02	1,010.68	1,011.47	1,060.10	961.84	995.42	955.15	1,009.72
Bloomfield	274.34	270.96	291.63	294.55	289.60	294.99	297.41	292.28	287.24	288.11
Central Consolidated	1,803.24	1,773.30	1,798.29	1,773.77	1,725.67	1,755.42	1,770.06	1,767.36	1,737.97	1,767.23
Cloudcroft	3.95	4.00	3.95	3.75	3.60	4.00	4.00	3.75	3.60	3.84
Cuba	182.00	177.15	190.65	190.77	202.90	200.95	190.26	192.50	196.17	191.48
Dulce	425.15	427.15	440.17	436.02	432.57	435.15	435.67	429.42	426.37	431.96
Espanola	227.83	228.35	235.07	228.87	227.77	226.85	232.00	235.77	237.57	231.12
Farmington	84.94	85.23	85.24	85.53	82.42	93.47	93.15	93.67	94.62	88.69
Gallup	3,412.70	3,446.70	3,357.60	3,328.40	3,322.39	3,372.05	3,349.40	3,300.67	3,233.32	3,347.02
Grants	823.34	808.81	799.06	789.21	792.73	781.22	763.05	788.01	789.78	792.80
Jemez Mountain	80.44	81.10	91.15	91.00	90.63	92.80	94.59	88.90	88.13	88.74
Jemez Springs	273.55	268.90	270.00	281.15	282.00	269.45	275.60	280.20	277.81	275.40
Los Lunas	219.92	214.97	205.32	207.80	202.27	192.12	199.37	198.27	207.52	205.28
Magdalena	230.19	228.52	225.03	221.05	217.68	217.52	212.40	207.20	205.40	218.33
Penasco	24.35	25.00	25.25	24.30	25.50	25.90	25.75	25.70	26.00	25.30
Pojoaque Valley	92.05	90.35	91.95	92.30	90.30	88.65	89.45	92.25	92.90	91.13
Ruidoso	51.15	40.00	41.55	39.90	39.70	38.70	40.85	44.50	44.90	42.36
Santa Fe	6.00	5.95	6.65	6.73	6.65	6.60	6.47	6.50	6.65	6.46
Taos	95.42	90.20	91.78	92.33	88.31	87.84	88.19	89.02	87.59	90.07
T or C	8.05	7.35	8.36	5.80	6.30	8.85	9.70	8.85	8.40	7.96
Tularosa	353.32	356.82	346.62	340.00	344.97	346.93	322.38	326.52	331.13	340.96
TOTAL	9,901.33	9,838.29	9,784.98	9,706.13	9,639.53	9,754.22	9,615.13	9,612.20	9,485.17	9,704.02

TABLE III

JOHNSON – O'MALLEY INDIAN ENROLLMENT BY GRADES AND MONTHS

1966 – 67

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Ungraded	9	9	8	6	7	7	7	7	7
Kindergarten	363	381	364	362	375	377	382	383	386
Handicapped	34	35	39	35	36	36	36	37	38
Pre-First	517	521	538	536	536	534	534	535	530
First	1,166	1,182	1,190	1,189	1,180	1,203	1,190	1,185	1,183
Second	961	972	983	971	978	983	981	980	990
Third	1,016	1,022	1,024	1,014	1,022	1,020	1,020	1,016	1,010
Fourth	919	931	952	945	945	949	942	942	934
Fifth	904	924	946	943	939	938	914	931	920
Sixth	812	829	846	838	839	831	837	826	812
TOTAL	6,701	6,806	6,890	6,839	6,857	6,878	6,843	6,842	6,810
Seventh	897	898	898	886	893	887	881	870	854
Eighth	766	779	789	773	784	779	772	771	759
Ninth	725	703	720	725	731	712	722	706	698
TOTAL	2,388	2,380	2,407	2,384	2,408	2,378	2,375	2,347	2,311
Tenth	567	568	557	554	555	562	562	541	533
Eleventh	527	535	527	511	513	497	496	487	481
Twelfth	428	429	422	421	423	418	416	407	406
TOTAL	1,522	1,532	1,506	1,486	1,491	1,477	1,474	1,435	1,420
GRAND TOTAL	10,611	10,718	10,803	10,709	10,756	10,733	10,692	10,624	10,541

TABLE IV

JOHNSON – O'MALLEY INDIAN AVERAGE DAILY ATTENDANCE BY GRADES AND MONTHS

1966 – 67

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Average
Ungraded	8.45	6.80	6.80	5.73	6.45	6.95	6.70	6.92	6.90	6.85
Kindergarten	333.07	341.75	328.45	332.12	453.37	344.20	349.85	330.65	351.98	351.71
Handicapped	32.80	31.35	32.00	33.00	32.85	33.15	32.07	34.00	36.15	33.04
Pre-First	478.63	482.00	489.80	479.41	341.20	481.47	481.67	506.51	470.64	467.92
First	1,094.76	1,093.09	1,093.23	1,081.89	1,057.26	1,102.06	1,086.90	1,082.54	1,080.97	1,085.85
Second	916.36	907.49	913.54	900.83	891.45	907.72	891.03	896.37	887.80	901.39
Third	960.39	957.67	947.62	947.54	938.55	955.85	937.92	933.03	931.43	945.55
Fourth	865.87	862.52	871.07	863.22	844.05	869.92	854.92	857.33	849.88	859.86
Fifth	852.01	840.31	861.02	856.21	847.87	854.31	843.51	839.01	836.26	847.83
Sixth	754.84	758.13	759.85	762.79	755.85	760.19	746.74	744.55	732.31	752.80
TOTAL	6,297.18	6,281.11	6,303.38	6,262.74	6,168.90	6,315.82	6,231.31	6,230.91	6,184.32	6,252.80
Seventh	839.02	819.20	804.57	790.40	798.71	795.73	787.12	770.77	761.44	796.32
Eighth	712.48	706.07	706.62	687.67	689.15	698.31	676.09	675.86	665.40	690.85
Ninth	653.80	634.37	621.00	624.75	631.19	617.20	617.86	623.52	613.12	626.31
TOTAL	2,205.30	2,159.64	2,132.19	2,102.82	2,119.05	2,111.24	2,081.07	2,070.15	2,039.96	2,113.48
Tenth	525.84	515.64	496.93	490.75	505.57	505.10	487.40	494.98	459.53	497.97
Eleventh	482.81	484.36	467.85	460.24	455.30	441.47	434.78	447.23	425.51	455.50
Twelfth	390.20	397.54	384.63	389.58	390.71	380.59	380.57	368.93	375.85	384.27
TOTAL	1,398.85	1,397.54	1,349.41	1,340.57	1,351.58	1,327.16	1,302.75	1,311.14	1,260.89	1,337.74
GRAND TOTAL	9,901.33	9,838.29	9,784.98	9,706.13	9,639.53	9,754.22	9,615.13	9,612.20	9,485.17	9,704.02

TABLE V

ENROLLMENT AND AVERAGE DAILY ATTENDANCE OF JOHNSON – O'MALLEY INDIAN STUDENTS

1966 – 67

SCHOOLS	GRADES K-6		GRADES 7-8-9		GRADES 10-11-12		TOTALS		STUDENTS COMPLETING
	Average Enrollment	A.D.A	Average Enrollment	A.D.A.	Average Enrollment	A.D.A.	Average Enrollment	A.D.A.	12th Grade
Albuquerque	66	57.37	65	57.55	49	45.14	180	160.06	19
Bernalillo	634	583.81	279	247.99	186	177.92	1,099	1,009.72	44
Bloomfield	234	215.93	55	45.84	32	26.34	321	288.11	1
Central Consolidated	1,316	1,216.24	400	353.94	222	197.05	1,938	1,767.23	19
Cloudcroft	4	3.84	–	–	–	–	4	3.84	–
Cuba	156	130.10	50	42.20	21	19.18	227	191.48	7
Dulce	314	295.68	111	98.39	42	37.89	467	431.96	9
Espanola	92	90.44	86	82.57	62	58.11	240	231.12	18
Farmington	45	40.10	26	22.88	30	25.71	101	88.69	5
Gallup	2,729	2,472.80	643	561.56	352	312.66	3,724	3,347.02	83
Grants	385	354.99	253	238.71	217	199.10	855	792.80	67
Jemez Mountain	81	75.44	15	13.30	–	–	96	88.74	–
Jemez Springs	113	106.61	83	76.99	99	91.80	295	275.40	25
Los Lunas	106	98.21	70	62.14	53	44.93	229	205.28	16
Magdalena	171	160.80	51	48.39	10	9.14	232	218.33	2
Penasco	15	14.87	5	4.55	6	5.88	26	25.30	–
Pojoaque Valley	50	47.30	27	26.33	19	17.50	96	91.13	7
Ruidoso	38	32.53	10	7.93	3	1.90	51	42.36	–
Santa Fe	–	–	3	2.83	4	3.63	7	6.46	1
Taos	32	30.53	37	33.02	29	26.51	98	90.07	13
T or C	8	6.47	2	.91	1	.58	11	7.96	–
Tularosa	241	218.79	104	85.43	45	36.74	390	340.96	10
TOTAL	6,830	6,252.85	2,375	2,113.45	1,482	1,337.71	10,687	9,704.02	346

DISTRIBUTION AND COST OF MEALS SERVED JOHNSON – O'MALLEY INDIAN STUDENTS

1966 – 67

	September	October	November	December	January	February	March	April	May	Total
ALBUQUERQUE										
No. of Meals	3,833	3,654	3,221	2,269	3,082	2,917	3,221	2,909	3,490	28,596
Total Amt. Inc. Milk	$ 1,419.68	1,351.36	1,176.50	853.46	1,181.54	1,118.37	1,224.43	1,112.14	1,319.79	$ 10,757.27
BERNALILLO										
No. of Meals	26,943	18,453	19,481	17,163	16,665	18,704	18,554	19,094	16,363	171,420
Total Amt. Inc. Milk	$ 8,763.45	6,008.07	6,342.36	5,594.76	5,407.89	6,084.03	6,042.60	6,217.08	5,339.52	$ 55,799.76
BLOOMFIELD										
No. of Meals	5,340	5,233	5,611	5,727	5,705	5,798	5,754	5,674	5,041	49,883
Total Amt. Inc. Milk	$ 1,347.30	1,318.15	1,421.19	1,452.35	1,730.98	1,763.78	1,754.14	1,727.60	1,519.97	$ 14,035.46
CENTRAL CONSOLIDATED										
No. of Meals	36,065	35,467	35,968	35,476	34,518	35,109	35,400	35,347	34,759	318,109
Total Amt. Inc. Milk	$ 9,441.03	9,277.13	9,429.52	9,277.38	10,092.23	11,243.29	11,369.41	11,344.36	11,128.86	$ 92,603.21
CLOUDCROFT										
No. of Meals	79	80	79	75	72	80	80	75	68	688
Total Amt. Inc. Milk	$ 24.90	25.20	24.87	23.58	22.59	25.20	25.20	27.39	24.94	223.87
CUBA										
No. of Meals	3,965	3,082	3,787	2,496	3,600	3,637	3,464	3,494	3,273	30,798
Total Amt. Inc. Milk	$ 1,632.88	1,251.78	1,486.52	1,006.92	1,458.00	1,457.73	1,405.48	1,413.70	1,325.70	$ 12,438.71
DULCE										
No. of Meals	6,236	4,984	5,031	3,015	5,436	4,991	4,602	5,082	5,006	44,383
Total Amt. Inc. Milk	$ 1,559.00	1,246.00	1,257.75	753.75	1,660.70	1,746.85	1,610.70	1,778.70	1,752.10	$ 13,365.55
ESPANOLA										
No. of Meals	5,506	4,236	4,719	4,427	4,544	4,479	4,413	4,601	4,230	41,155
Total Amt. Inc. Milk	$ 1,541.65	1,188.10	1,318.45	1,245.30	1,277.10	1,260.90	1,248.65	1,297.45	1,187.10	$ 11,564.70
FARMINGTON										
No. of Meals	1,599	1,555	1,602	1,591	1,609	1,803	1,757	1,806	1,822	15,144
Total Amt. Inc. Milk	$ 520.75	508.20	537.30	600.05	610.15	679.85	660.70	678.00	684.55	$ 5,479.55
GALLUP-McKINLEY										
No. of Meals	61,253	63.721	62,757	62,113	61,484	62,464	63,463	63,385	61,087	561,727
Total Amt. Inc. Milk	$22,203.66	23,281.33	23,008.59	22,756.42	22,566.46	22,883.84	23,310.03	23,313.92	22,458.25	$ 205,782.50
GRANTS										
No. of Meals	15,717	15,656	15,356	15,104	15,065	14,764	14,781	14,378	14,808	135,629
Total Amt. Inc. Milk	$ 5,956.25	6,001.55	5,891.25	5,804.20	5,805.55	5,685.05	5,674.25	5,536.15	5,681.80	$ 52,036.05

CONTINUED ON NEXT PAGE

DISTRIBUTION AND COST OF MEALS SERVED JOHNSON – O'MALLEY INDIAN STUDENTS
1966 – 67

	September	October	November	December	January	February	March	April	May	Total
JEMEZ MOUNTAIN										
No. of Meals	1,625	1,610	2,075	1,558	2,005	1,853	1,703	1,771	1,655	15,855
Total Amt. Inc. Milk	547.05	516.32	657.65	494.31	635.41	586.98	551.87	573.13	510.49	5,073.21
JEMEZ SPRINGS										
No. of Meals	6,381	4,961	5,529	4,221	5,418	5,291	5,774	5,732	6,422	49,729
Total Amt. Inc. Milk	$ 1,889.35	1,468.70	1,638.05	1,250.05	1,606.00	1,567.70	1,709.10	1,694.25	1,898.95	$ 14,722.15
	Meals served during Summer Kindergarten Program.									341.75
LOS LUNAS										
No. of Meals	4,553	3,842	4,050	3,078	4,213	3,836	4,116	3,942	3,657	35,287
Total Amt. Inc. Milk	$ 1,138.25	960.50	1,012.50	769.50	1,053.25	959.00	1,029.00	985.50	914.25	$ 8,821.75
PENASCO										
No. of Meals	–	219	471	378	521	438	504	461	282	3,274
Total Amt. Inc. Milk	$ –	43.80	94.20	75.60	104.20	87.60	100.80	92.20	56.40	$ 654.80
POJOAQUE VALLEY										
No. of Meals	1,841	1,807	1,839	1,846	1,806	1,773	1,789	1,845	1,858	16,404
Total Amt. Inc. Milk	$ 493.34	484.33	492.96	495.82	485.76	476.16	481.27	495.27	491.64	$ 4,396.55
RUIDOSO										
No. of Meals	1,023	800	831	798	794	774	817	890	898	7,625
Total Amt. Inc. Milk	$ 323.18	250.20	258.80	256.40	288.10	279.70	294.50	283.60	323.20	$ 2,557.68
SANTA FE										
No. of Meals	40	39	135	127	134	133	130	131	131	1,000
Total Amt. Inc. Milk	$ 16.00	15.60	54.00	50.80	53.60	53.20	52.00	52.40	52.40	$ 400.00
TAOS										
No. of Meals	1,890	1,171	1,718	1,516	1,765	1,758	1,880	1,900	1,795	15,393
Total Amt. Inc. Milk	$ 380.85	236.72	350.71	306.08	354.50	352.74	376.00	380.40	361.96	$ 3,099.96
TULAROSA										
No. of Meals	8,100	6,390	6,050	5,176	6,932	6,660	6,407	6,298	5,547	57,560
Total Amt. Inc. Milk	$ 3,235.86	2,574.30	2,433.82	2,063.11	2,683.48	2,697.31	2,595.59	2,536,75	2,197.27	$ 23,017.49
TOTAL										
No. of Meals	191,989	176,960	180,310	168,154	175,368	177,262	178,609	178,815	172,192	
Total Amt. Inc. Milk	$62,434.43	58,007.34	58,886.99	55,129.84	59,077.49	61,009.28	61,515.72	61,539.99	59,229.14	
GRAND TOTAL										
No. of Meals										1,599,659
Total Amt. Inc. Milk										$ 537,171.97

RECONCILIATION OF RECEIPTS AND EXPENDITURES UNDER THE CONTRACT BETWEEN THE NEW MEXICO STATE DEPARTMENT OF EDUCATION AND THE BUREAU OF INDIAN AFFAIRS FOR THE YEAR ENDING JUNE 30, 1967

1.	State Cash Credit July 1, 1966	$ 23,565.66 *
2.	Received from the Bureau of Indian Affairs	1,405,274.34
3.	Total Credits	1,428,840.00

EXPENDITURES

1.	Administration	48,300.37
2.	Meals (at cost)	537,171.97
3.	Books	53,364.00
4.	School Supplies	87,976.00
5.	Course Fees	850.00
6.	Activity Admissions	2,132.00
7.	Physical Education, Health and Athletics	6,463.31
8.	Transportation – special	6,020.05
9.	Summer School	6,817.50
10.	Attendance Officers (salaries, services, travel)	16,050.00
11.	Nurses (salaries, supplies, travel)	35,155.00
12.	Instructional services and salaries (Includes kindergarten and special teachers)	586,249.00

TOTAL EXPENDITURES	$ 1,386,549.20
TOTAL CREDITS	$ 1,428,840.00
LESS EXPENDITURES	$ 1,386,549.20
CASH CREDIT BALANCE JULY 1, 1967	$ 42,290.80

*This amount differs from balance shown in Reconciliation of Receipts and Expenditures for year ending June 30, 1966 because of warrant cancellations in the amount of $70.53.